

1472
am.
Misc.

Congregational

Principles and Methods of Missionary Education

The Congregational Education Society

Department of Educational Publications

Boston

RELIGIOUS EDUCATION PAMPHLETS

1. How Parents May Help the Church School

For parents; to awaken interest on the part of parents, and including a practical self-examination for mothers and fathers.

Price 4 cents. Same rate in quantities.

2. The Home and the Church School

By EDWARD P. ST. JOHN.

For church-school leaders; showing that the home holds the central place in moral and religious education, and that the church school should plan more vigorously to supplement the work of the home. Practical plans for real cooperation are outlined, emphasizing parents' classes regularly organized as a special department of the church school. Pamphlet also includes descriptive list of books to be used as the basis of study and discussion in such classes.

Price 6 cents. Same rate in quantities.

3. The Home Division of the Church School

By AGNES NOYES WILTBERGER.

Outlining the Home Division plan for pastors, superintendents, teachers, division workers and all others interested to know the aims of Home Division work. The central idea of the Home Division is to extend the membership of the classes in the church school—all ages all grades, all departments—to include home members, who participate in all the class life and class service as far as their circumstances permit.

Price 20 cents. Same rate in quantities.

4. Principles and Methods of Missionary Education

Prepared by the Department of Missionary Education, Congregational Education Society, in cooperation with the Congregational World Movement and the Missionary Societies. For the use of pastors, church-school superintendents, directors of religious education, and officers and leaders of missionary societies. The Manual includes a survey of the aims of missionary education, the agencies in the local church through which missionary education should be promoted, special methods in missionary education, literature and materials, and lists the Congregational national societies and their cooperating agencies.

Price 10 cents. Same rate in quantities.

Principles and Methods of Missionary Education

For the Use of
Pastors, Church School Superintendents, Directors of Religious
Education, and Officers and Leaders of Missionary
Societies in the Local Church

Prepared by the
DEPARTMENT OF MISSIONARY EDUCATION
in cooperation with
THE CONGREGATIONAL WORLD MOVEMENT
and the
MISSIONARY SOCIETIES

Price 10 cents

The Congregational Education Society
Department of Educational Publications
Boston

THE PILGRIM PRESS
BOSTON

PRINCIPLES AND METHODS OF MISSIONARY EDUCATION ¹

I. Why Missions?

Missions is as necessary an element in the program of the Christian church as it is in the building of Christian character. It is a spiritual dynamic, the love of Christ constraining us to create a world-brotherhood in which each shall help the other to secure his fair share of the good gifts of God. Chief of these is the gospel message of individual and social salvation so sorely needed by all.

The spirit of missions is not that of self-complacent superiority and pity. It is that of love and friendship which appreciates and respects the good qualities and the best aspirations of others, and seeks to lead on from these points of contact to the highest spiritual levels.

The follower of Jesus must cultivate the attitude which he took toward others and consistently express this attitude in acts of kindness, justice, and helpfulness toward all people, near at hand or far away, of whatever race, nation or social condition. Christ's idea of the fatherhood of God forbids any limitations to human brotherhood.

Missions is the inevitable expression of true Christian spirit. The Christian church must be a missionary church.

¹*Additional material prepared by the Missionary Education Department, Congregational Education Society, referred to in this Manual: (1) pamphlets on "A Graded Program of Missionary Education for the Church School," (2) pamphlet, "Teach Us to Pray," (3) pamphlet, "The Mission Study Class," (4) pamphlet, "The Missionary Project." (Prices to be announced.)*

PRINCIPLES AND METHODS

THE DEMAND OF THE WORLD SITUATION

1. The Need of the Old World

Never were Christian wisdom and guidance more needed in the affairs of the nations. New ideals have been formed and new aspirations awakened largely as the result of missionary work. Unless these can be guided and realized under Christian leadership they may become a world menace instead of a blessing and the church must admit its failure to complete the work it has begun.

2. America's Need

We face a great opportunity for leadership in service which we cannot meet unless we are truly Christian. We cannot aid other peoples greatly in their struggle for righteous liberty while we are torn with strife and class hatred at home. Our missionaries cannot do their work successfully abroad if their message is denied by our attitude toward other nations or our treatment of the foreigner within our borders.

Missionary education has been described as "the Christianizing of all our social contacts." This we must do if we are to solve our own problems and give to Americanization its highest meaning for the world.

A PROGRAM OF FELLOWSHIP

Both in its spirit and in its program missions is an influence that makes for social fellowship. It demands cooperation. No one denomination, no single church, no individual alone can accomplish the task.

OF RELIGIOUS EDUCATION

It calls for the joint efforts of many working together for the good of all. Thus the joy of service is heightened by that of fellowship and the individual is led out into the brotherhood of man.

II. Why Missionary Education?

If missions is to make its best contribution to the spiritual life of the individual and the church its promotion must rest upon a sound educational basis. It has sometimes been promoted too exclusively from the standpoint of the work to be done or the organization to be supported without sufficient consideration of the missionary knowledge, interest, and development of character on the part of those to whom the appeal is made.

Whenever this error is committed it helps to defeat the very end in view. It is partly for this reason that we have so largely failed to raise up generations of intelligent, world-visioned Christians, earnestly devoted to the establishment of God's kingdom on earth and loyally and progressively supporting the church in all its work at home and abroad.

Still more serious has been the failure of the church so to inspire its members with the divine passion for humanity as to lead more of our young people to consecrate their lives to missionary service and to make their parents willing and proud to have them do so.

This does not at all minimize the value and the necessity of practical plans for the raising of money and the organized promotion of the missionary enter-

PRINCIPLES AND METHODS

prise. It merely emphasizes the educational basis and the principles that must govern the use of all methods if they are to produce the best results.

Instruction and training are needed, adapted to the requirements of the individual in the various stages of life development, appealing to his best impulses, giving purpose and guidance thereto through sound knowledge, and helping impulse to pass over into enduring habits through expression in Christlike deeds.

Missions is rich in materials for such a program of education. It affords wide knowledge of human life and conditions near at home and throughout the world. It stimulates a friendly interest in all people and helps each one to find his own best self in right relations with others.

III. The Aim of Missionary Education

The aim of missionary education is to develop in each person truly Christlike attitudes, feelings, and habits of conduct; based on sound knowledge of conditions and needs among all peoples of whatever race, nation or social condition.

The tests of success are to be found, not so much in immediate as in ultimate results. Five results may be named, the attainment of which will place the mark of success upon the missionary education program.

(1) A widening range of personal interest in all people, whether near at hand or on the other side of the world.

(2) The manifestation of a more consistently Christian attitude toward all other persons.

OF RELIGIOUS EDUCATION

(3) An increasing willingness to engage in acts of missionary service.

(4) The regular and progressive giving of a due proportion of one's income to benevolent purposes, and particularly to the support of the church in its work at home and abroad.

(5) Thoughtful consideration on the part of young people of the claims of missionary service as a life work and an increasing number of enlistments in such service.

IV. Organization for Missionary Education

There must be effective organization and wise planning if success is to follow. Good results are not to be expected from desultory methods.

1. The Missionary Education Department, Congregational Education Society.

The Congregational Education Society has been charged by the National Council with the duty of leadership in missionary education as a part of the general program of religious education. A department of missionary education has been organized with a special secretary, to formulate a policy and program and to promote the same among the churches by means of conferences and institutes, correspondence and personal interviews, editorial work and the publication of literature.

The plans and methods thus formulated are the result of consultation with officers of the mission boards, educational experts, and experienced leaders

PRINCIPLES AND METHODS

in the churches. The department of missionary education is a clearing-house of information. Officers and leaders in the churches are urged not only to use the department in securing the help they need, but also to make known to it plans and methods which they have found effective so that others may profit by their experience.

Pastors are earnestly requested to inform the department with regard to the names and addresses of those responsible for promoting missionary education in the various organizations of their churches, such as the director of religious education, superintendent of the church school, officers of missionary societies, missionary committees, or other organizations through which missionary education may be carried on. This will enable the department to serve the churches more promptly and effectively.

Address: Herbert W. Gates, Secretary of Missionary Education, 14 Beacon Street, Boston 9, Massachusetts.

2. The Congregational World Movement

The Congregational World Movement, organized, by authority of the National Council in 1919, for a period of five years, represents the syndication of the benevolent societies of the denomination for the more effective promotion of their common interests.

It plans and conducts campaigns in behalf of these interests giving special emphasis to one or another at appropriate times. Missionary education is recognized as one such interest which serves all of the societies and the churches as well.

OF RELIGIOUS EDUCATION

Through a committee officially representing all the benevolent societies the Congregational World Movement helps to secure cooperation in formulating and carrying out a program of missionary education in the churches. It publishes the survey volume which forms a valuable reference book for the study of Congregational missionary work, also pamphlets and leaflets bearing on the prosecution of special campaigns.

The work of the Congregational World Movement is under the direction of its General Secretary, Dr. Herman F. Swartz, and those associated with him, with headquarters at 287 Fourth Avenue, New York City.

3. The Missionary Committee in the Local Church

There should be a committee on missionary education in each local church which should include the pastor, representatives of the official boards of the church, including the trustees or equivalent body responsible for the financial administration, the superintendent of the church school and of each department in the school, the heads of the missionary societies, the young people's society, and any other persons or representatives of any other organizations through which missionary education may be promoted.

If the church has a committee on religious education, as recommended by the National Council Commission on Moral and Religious Education in its bulletin¹ of October, 1915, the missionary education

¹ *A Program of Religious Instruction and Training in the Local Church*, also *The Committee on Religious Education in the Local Church*, may be obtained from Field Work Department, Congregational Education Society, 14 Beacon Street, Boston 9, Mass.

PRINCIPLES AND METHODS

committee should be affiliated with it. In any case the missionary education committee should carry on its work with full recognition of its relation to the whole educational program of the church. Missionary education should contribute to this program, not conflict with it.

The Work of this Committee

(1) The creation of an atmosphere of missionary interest throughout the church, to be felt by every member of the congregation.

(2) The enlistment of every member in some form of mission study and missionary service, including systematic giving for the support of the church and its work at home and abroad.

(3) Systematic missionary education in all departments of the church school and its affiliated organizations for week-day activities.

(4) The advertising of missions through addresses, stereopticon lectures, pageants, plays, posters, bulletins, and any other effective means of publicity that may be devised.

(5) The training of leaders: (a) for work in the local church, (b) for missionary service as a life work.

(6) Promotion of the benevolent interests through the every-member canvass or such other method of securing funds for the work of the church as may be adopted.

That it may more effectively work toward these ends the committee should study the conditions in its

OF RELIGIOUS EDUCATION

own church, know the principles upon which its program should be based and the best methods of promoting it, familiarize itself with the organization and work of its denominational boards and the magazines and literature which they publish, and know the main facts and catch the spirit of the great world enterprise of Christianity.

V. Agencies of the Local Church through which Missionary Education should be Promoted

1. *The Pulpit*

The pulpit, more than any other one agency, can create the right attitude on the part of the congregation toward any cause. The pastor, more than any other one person, creates the atmosphere favorable or unfavorable to missionary interest. *The pastor should confer with the missionary committee early in the year and plan for a definite campaign of promotion, in which the pulpit should share in such ways as the following:*

(1) Sermons or a series of sermons in each year's program. These need not necessarily be labelled "missionary," but they should give a vision of the church's world-wide task, the great achievements of missionary leaders and their significance for all phases of life, the world's need and the duty of the church to meet it. The greatest living witness to the power of Christianity to meet human need should not be neglected in the pulpit.

(2) Addresses by missionaries and representatives

PRINCIPLES AND METHODS

of mission boards, thus gaining the advantage of personal experience and special study.

(3) The pastor's personal interest shown by the regular and specific mention of missionary interests in public prayer, the use of missionary materials as illustrations, and in general conversation.

Frequent use should be made of illustrative material furnished by the various Congregational boards, such as stereopticon lectures, special programs, leaflets describing individual items, and the interesting news to be found in the missionary periodicals. (See list of such materials in last section of this Manual.)

The missionary committee should also aid in the promotion of all special missionary occasions through effective advertising and other means of securing attendance.

2. The Church School

For children and youth missionary education should center in the church school with its correlated week-day activities. This adds to the school program valuable material for worship and study and definite opportunities for training in service. It also reaches a larger number. Reliance upon mission bands or missionary societies alone limits the appeal to those already sufficiently interested to join such organizations.

How to Use Missionary Material in the School

Missions must be an integral part of the program. If treated as of secondary interest it will receive little attention and young people will consider it as of

OF RELIGIOUS EDUCATION

secondary importance in Christian living. The worship, the teaching, and the organized activities of the school must be inspired by the missionary spirit. *Here everything depends upon the superintendent's attitude. He will influence the school as the pastor does the church.* It is his responsibility to see that the program is carried out and the parts assigned to those who will do them justice.

(1) *In Worship*

Worship helps to create fundamental attitudes of thought and feeling. It must have an element of instruction to guide emotion and to keep sentiment from falling into sentimentality. Missions is rich in materials for this purpose. The missionary hymns and songs of social brotherhood, stories of missionary heroism and achievement, prayer in behalf of missions, all stir the noblest impulses and direct their expression.

Missionary material should be used in the school as follows:

(a) *At least one missionary program a month in the devotional period.* Programs for this purpose may be secured through the Missionary Education Department, Congregational Education Society. A class or department may be made responsible for each of these programs in turn. Older pupils may prepare their own original programs, thus adding interest and educational effect.

(b) *Use special missionary exercises on such occasions as Christmas, Easter, Children's Day.* Several

of the boards issue programs for this purpose. Send to the Missionary Education Department, Congregational Education Society, for information. (See also lists in last section of this Manual.)

(c) *Make specific mention of missionary interests in the prayers of the school.* Make these definite. An occasional story or word of comment preceding the prayer will help. If the school is helping to support a missionary or some piece of missionary work, or if any members of the school or church are on the mission field, these should be frequently and specifically remembered. Prayers with the missionary viewpoint may be prepared for use by the school in unison, as well as those of extempore nature. All this is not only good missionary education but a much-needed training in the practice of prayer. Consult leaflet "Teach us to Pray," issued by the Missionary Education Department, Congregational Education Society.

(2) *In Study and Teaching*

(a) *The Bible Lessons*

The sources of missionary impulse and the beginnings of missionary history are found in the Bible. The story of Israel is one of a broadening world-outlook and a growing sense of a world-mission. In Jesus the missionary impulse is incarnate and his disciples were the first missionaries.

These aspects of the Bible lessons must be emphasized. The teacher, as well as the pastor and superintendent, must have the missionary spirit.

OF RELIGIOUS EDUCATION

(b) Missionary Lessons

The spirit that animated the Biblical characters lives in the missionary heroes and heroines of all times. Their deeds bear witness to the power of the gospel and should be used not alone as illustrations but as subjects of direct study.

The study of such subjects along with the Bible adds variety and interest to the course, opens up new avenues for spiritual impressions, and multiplies situations calling forth responses of sympathy and helpfulness. It also helps to connect more closely religious teaching and present-day living, and thereby strengthens the appeal to the pupil.

The study of missions also has value because of its strong appeal to the idealism and sacrificial spirit of youth. It gives that sense of a real mission in life, and that call to a great task which is so urgently needed.

Such texts as "The World a Field for Christian Service," by Sidney A. Weston, and "The Bible and Social Living," by Harry F. Ward, in the International Graded series, as well as the biographical studies included in several of the other courses in the same series, meet this need very well. A large number of mission study texts are available, issued by the Interchurch Missionary Education Department, the Council of Women for Home Missions, and the Central Committee for the United Study of Missions.

The Survey Volume published by the Congregational World Movement will be found valuable as a work of reference. (See also lists in last section of this Manual.)

PRINCIPLES AND METHODS

(3) *As a Means of Training in Service*

“Growth in character comes through personal association and work.” Missions is the spirit of Christ at work. In each act of missionary service or giving there is an expression of impulse through which character is created.

This is an important factor in religious education. The teacher should be alert to suggest ways in which the impulses aroused by the lesson may find expression. These will include not only individual acts but also projects involving the associated efforts of groups. Appropriate forms of missionary activity are suggested in the pamphlets on the “Graded Program of Missionary Education” issued by the Missionary Education Department, Congregational Education Society. (See also books on missionary education listed in section on *Literature and Materials* at end of this Manual.)

3. *The Woman's Missionary Society or Church Guild*

The organization which up to date has done more than any other for the effective promotion of the missionary interests of the church has been the woman's society. Until recently the usual plan has been to have three organizations, the ladies' aid society for local work, the foreign missionary society for foreign missions, and the home missionary society for home missions. Another plan which is growing in favor and which is recommended by the boards is to have one woman's society for all of these interests, with special officers and committees for each. This plan helps to emphasize the common purpose of the whole

OF RELIGIOUS EDUCATION

missionary enterprise and to interest all women in all branches of the church's work.

Whichever plan may be followed, close relations should be sustained by each committee or society with the local branch of the Woman's Board of Missions in the district, also with the Woman's Home Missionary Union or Association, and with such local organizations as may reasonably call for cooperation. The offices of the Congregational woman's boards are listed in Section IX of this Manual. Advice and help may be secured from these offices either directly or from the officers of the local branch or union.

It will usually be found advisable, especially in the larger churches, to have two societies or departments, one for younger and one for older women. Their success depends greatly upon the quality of leadership. Women of intellectual power, executive ability and deep spiritual purpose should be chosen as officers.

4. *Men's Organizations*

Men need the missionary spirit as well as women, and will respond if rightly approached. They are interested in the practical rather than the sentimental aspects of missions. *The greatness of the cause must be emphasized, its relation to national and international issues and to the big human, political and industrial problems.* With all of this we must never fail to emphasize the essential place of missions in the program of Jesus Christ for the world. Its practical relation need not and should not at all minimize its spiritual character.

Men will not respond so readily to the attempt to

PRINCIPLES AND METHODS

form special missionary societies for them. The men's classes, brotherhoods, clubs, forums and other similar organizations are the best means for reaching them. They should also be enlisted in the every-member canvass and similar plans for promoting the missionary interests.

Mission study classes for men are practical and effective. The church school of missions (see Section VII) should make provision for these. Mission study may also be carried on in connection with the men's organizations above mentioned.

5. The Young People's Society

Whether the church follows the plan of a separate society for young people or that of an organized department of the church school fulfilling the same functions, missionary education should be a prominent part of the program. Intelligent study and definite service are the keynotes of success in young people's work. A well-balanced missionary program will give new life to many such organizations now weak for lack of objective.

The Congregational Education Society issues a series of leaflets giving suggestions as to plans and methods for young people's work. The Missionary Education Department, in cooperation with the other Congregational boards, also issues a yearly list of missionary topics for young people's societies, supplementing those published by the United Society of Christian Endeavor. Comments on these topics appear from month to month in *The Congregationalist*, *The Wellspring* and in several of the missionary periodicals.

OF RELIGIOUS EDUCATION

This organized work among the young people has to do with the period of life in which most of the enlistments for missionary service as a life work must be secured, and is of vital importance to the missionary enterprise as a whole.

6. Other Organizations

Under this head may be considered all those groups through which missionary education may be promoted. The general plan of religious education in the church school should provide some form of organization for week-day activities appropriate to each department or age-period in the school.

These may be Boy Scout troops, Girl Scout troops, Camp Fire Girls, boys or girls clubs, junior or intermediate societies, and the like. Any of these may be utilized for the cultivation of the missionary spirit. As a general principle, if there already exists an organization through which this may be done effectively, it is better to follow this plan rather than to multiply organizations.

Here, too, much depends upon the quality of the leadership. Young people of missionary spirit and purpose may find here a splendid field of service in teaching younger girls and boys and directing their energies into lines of missionary service.

7. The Midweek Church Meeting

The old idea of the monthly concert of prayer for missions had great value, and new life for many a midweek meeting may be found in the wise use of this method, although not necessarily under the same

PRINCIPLES AND METHODS

name. Missions may be introduced in many ways. Churches that have adopted the plan of the church school of missions have often found it helpful to relate this school to the midweek meeting (see Section VII).

Missions may be studied in this meeting by societies, taking up the work of some one society each month after a plan similar to that followed in the church schools.

Another plan is to make some organization in the church, such as the woman's missionary society, the men's class, the young people's society, a mission study class, or similar group responsible for each monthly missionary program at this meeting. A program may be prepared which shall have unity and comprehensiveness with assignment of particular topics to the respective groups.

Other methods are reports on news items of interest from the missionary magazines by different persons prepared in advance, stereopticon talks, dramatizations prepared by special groups, addresses by invited speakers, etc. The pamphlet, "Benevolence: Spirit and Practice,"¹ issued by the National Council and the benevolent societies, gives suggestions under this head on pages 11-13.

8. *Summer Conferences*

The missionary education conferences conducted each summer in all parts of the country by denominational and interdenominational boards and committees and by the Interchurch Missionary Education Department are of great value. More churches

¹ May be secured from *The Pilgrim Press*, 14 Beacon St., Boston 9, Mass. 10 cents per copy, \$1.00 per dozen.

every year are sending picked young people to these conferences, paying their expenses wholly or in part. This opportunity for intensive study of missionary aims and methods under experienced teachers is one of the best investments any church can make for the development of leadership in its own work and for sending recruits into the mission field.

The Missionary Education Department, Congregational Education Society, issues a yearly list of such conferences and will be glad to furnish information regarding them at any time.

VI. Special Methods in Missionary Education

1. Program Meetings

The program meeting is the method most familiar to missionary and young people's societies, the mid-week meeting and similar groups. It is useful if not allowed to become dull or stereotyped. The following hints may be of service:

a. Plan the programs as a series so as to give unity and progress of thought.

b. Select leaders far enough in advance to give time for careful preparation on their part, and then expect such preparation.

c. Make the programs appeal, not only to the well-informed and already interested persons, *but to others who need the education.* Bring out the big, significant facts and the human interest of missions.

d. Make the programs interesting. Use pictures, stereopticon slides, posters, exhibits, dramatizations,

PRINCIPLES AND METHODS

original methods that are different. Do not over-work any one method.

e. Take advantage of every opportunity to secure good speakers with practical experience and first-hand knowledge of the work.

2. Mission Study Classes

The mission study class is a group for the intensive study of a definite topic. Suggestions for conducting them will be found in books listed in Section X and in the leaflet, "The Mission Study Class," issued by the Missionary Education Department, Congregational Education Society. The following brief hints will be helpful:

a. The best work is usually done in groups of about a dozen members. Discussion in such groups is more informal and free. For the same reason natural groupings should be followed: young people, men, women, married couples, and so on. Bring together those who will participate most freely in the discussions.

b. Courses of eight to ten lessons with sessions once a week are the best. Shorter courses are inadequate and busy people will not readily enlist for longer ones. Weekly sessions give time for study in between. If held less frequently continuity of thought is lost.

c. Emphasize discussion and individual conclusions rather than a lecture from the leader. To secure this takes time. Sessions should be from an hour to an hour and a half in length.

d. Choose a definite topic for the course, such as a

OF RELIGIOUS EDUCATION

single field or problem in missionary work. Thorough study of one subject is of more interest and produces better results than superficial generalizations.

e. Real study by each member of the class should be expected. Without this fruitful discussion is impossible. Each member should have a text-book or outline of the course with references for reading.

f. The leader must make careful preparation. He must have more information than that given by the text-book and be able to open up new relations to matters of interest. Ability to arouse and guide profitable discussion requires more study than the preparation of a mere talk.

g. Have a definite aim for each course. This should be clearly stated at the outset and kept constantly in view. To have a definite objective and to note progress toward it helps greatly to stimulate interest.

h. The organization of such classes should be reported immediately to the Department of Missionary Education, Congregational Education Society. State the subject, if chosen. This will help the department to furnish the leader with such helps as may be available for his work.

3. Missionary Dramatics

This method which, in its various forms, may be used in the programs of the church school, the missionary and young people's societies, the midweek meeting, and at church entertainments, is a very effective means of missionary education. It has the

PRINCIPLES AND METHODS

double advantage of presenting facts in concrete and interesting form to those who witness the productions, and of giving a highly educational form of self-expression to those who participate. Its value will be greater if the following suggestions are observed.

a. General Preparation. Those who take part should have a good background of knowledge concerning the incident or subject presented. This creates atmosphere and helps the participants to enter more heartily into the spirit of the production. General study of the subject should precede the dramatization. A plan that has been followed with success is to make the dramatization a presentation of the results of studying some text-book or missionary topic. Accuracy of detail is important in order that the dramatization may be true to life and give trustworthy information.

b. Aim and Purpose. If dramatization is to serve its purpose as a means of missionary education the participants should approach it not in the spirit of a mere performance for the sake of entertainment, but as an act of service whereby others may be informed and interest aroused.

c. Forms of Missionary Dramatics. Various forms of dramatizations may be used: (1) the pageant, a series of episodes or pictures grouped about a common theme; (2) the play, in which a definite plot from real life is acted out; (3) the dialogue or sketch, presenting some incident, condition, or missionary situation; (4) the impersonation in monologue or dialogue, with or without costume or other acces-

OF RELIGIOUS EDUCATION

sories. The last two are particularly suited to informal presentation in smaller groups or in connection with missionary programs in the church school and similar meetings.

4. Stereopticon and Motion Pictures

The stereopticon and the motion picture are valuable aids in the graphic presentation of missionary interests. Sets of stereopticon slides with descriptive lectures may be secured from most of the Congregational mission boards and from the Interchurch Missionary Education Department. (See list in Section X of this Manual.)

5. Investigation and Reports

Whenever the subject under consideration in a mission study class or any other group has to do with local conditions and work, or with the work and administration of a board or institution, investigation through personal observation and study followed by a report of the results to the group will add the interest and value of first-hand knowledge.

6. The Missionary Project

Project-teaching has become a well-known and valuable educational method and has been successfully applied in the field of missionary education. The missionary project is an enterprise more or less extended and involved according to the age of the participants and in which the elements of study and service are blended.

The distinctive feature of the project method is this blending of learning and doing in such a manner as to

PRINCIPLES AND METHODS

make the undertaking of the highest possible educational value. Certain definite elements are involved, such as preliminary investigation of conditions and needs of a number of objects and the selection of one on the basis of this investigation, further study into the specific needs of the object selected, and the planning and carrying out of ways and means for meeting these needs.

The method may be applied in the program of almost any group and in every field of missionary service. For a full bibliography of the project method see "The Teacher's College Record" of Columbia University for March, 1920. For further information regarding the use of this method in missionary education consult the pamphlet *The Missionary Project*, issued by the Missionary Education Department, Congregational Education Society.

7. *General Publicity*

Next to the influence of the pastor, that of persistent and attractive advertising will be most effective in creating an atmosphere of missionary interest in the church. One or more bulletin-boards should be maintained at prominent spots. There should be one in the church school and in each department of the school that has a separate room.

The display on these boards should be good advertising, not a miscellaneous assortment of unrelated material. Do not allow anything to remain so long as to grow stale, and use particular care to remove announcements of events as soon as they have served their purpose. Good pictures that tell a story,

OF RELIGIOUS EDUCATION

posters, notices of events of missionary interest, references to articles or books of current interest are good material.

The church calendar or paper, if one is published, and occasional mimeographed or multigraphed announcements are useful. Some churches follow the custom of publishing in the newspapers lists of books and magazine articles.

Do not limit this publicity merely to announcements of what is going on in the local church, but let it include the significant facts of the world-wide enterprise of missions.

Use the best advertising talent in the church for this work. Original posters may be produced by the young people with good effect. These should be preserved for exhibit purposes.

8. The Christian Service Flag

The missionary cause needs workers quite as much as money. The recruiting of young people for this service is the duty of each local church, a vital element in its program of missionary education and the best test of its effectiveness.

The church should be proud of those whom it has sent into missionary service, and the public recognition of their work is not only fitting but an effective means of keeping the claims of missionary service before its youth.

The war has made us familiar with the meaning of the service flag. There is every reason for using it in honor of those who are giving their lives to the betterment of humanity. A Christian service flag hung in

PRINCIPLES AND METHODS

the church or school, with a star upon it for every member of the church in missionary service, home or foreign, is an effective means of missionary education. If the church has no such representative the flag may well be hung in anticipation of the day when stars may be placed thereon.

VII. The Church School of Missions

This method of missionary education is given the emphasis of a separate section both on account of its value and because it combines many or all of the other special methods. It has been used with success by many churches for some years, not alone for the study of missions but for that of religious education in general.

The plan consists of the forming of classes and groups in which the attention of the whole church is focussed for a period upon mission study. The program is usually as follows:

A supper is served at the church, which makes it possible for people to come directly from work and also promotes social fellowship. After supper the company separates into classes for study, these being made up along lines of natural grouping as suggested in the section on mission study classes. This study period should be at least an hour in length. After this comes a general meeting of all the groups, at which a theme of missionary interest is presented. This program should vary from week to week and may consist of addresses, stereopticon talks, a pro-

OF RELIGIOUS EDUCATION

gram presented by some one of the groups, dramatization, and so on.

Finally, as a fitting close to the evening, comes a brief period of worship and prayer which may or may not be definitely distinguished from the general assembly. A good schedule for such a school is the following:

6.00–7.15 Supper and Social Fellowship

7.30–8.45 Study

8.50–9.30 General Assembly and Worship

More time should be allowed between the first two periods than the other. People do not go to their classes so promptly from the sociability of the first period, and it also gives time for any who cannot attend the supper to come from their homes for the classes. Promptness in beginning and closing the different periods is important.

The plan may be modified to suit conditions. Some churches adopt the general idea of concentration on mission study, but the classes meet at different times during each week according to the convenience of members. The first plan is preferable if it can be carried out. A combination of both plans is possible.

The time of year most suitable is the ten weeks just before the Christmas holidays and the ten just following. Many churches hold such a school through both terms. If but one is chosen the earlier period is better, as it gives opportunity for the interest aroused to express itself during the active part of the church year.

PRINCIPLES AND METHODS

The evening chosen will be governed by conditions. Most churches use the night of the mid-week meeting. So far from interfering with this meeting it helps it through the whole year.

Topics for study, text-books and other materials will be chosen according to preference. There are practical reasons, such as the supply of helps, for selecting whatever topics may be suggested by denominational or interdenominational boards for special emphasis at the time. The hints regarding programs, mission study classes and other special methods in the preceding section will apply here.

The school should be well advertised. A sermon by the pastor or address by some speaker of missionary experience may well precede the opening of each term. A summary of results may also be given at the close, with suggestions as to any particular duty resting upon the church in view of the study. The committee should also make use of the publicity method suggested in Section VI — 6, in advertising the school.

VIII. Some General Principles

There are general principles of policy and method which, if followed, will make the work more effective.

1. Methods and materials must be adapted to the present experience and interests of those for whom they are intended. To proceed too far in advance or to lag behind not only fails to arouse interest, but produces a contrary reaction and works positive harm.

This applies to the choice of stories or texts for

OF RELIGIOUS EDUCATION

instruction. Those for young children must be very simple and concrete, those for girls and boys must be full of life and action. The use of abstract terms, theological and figurative religious phraseology so much used by adults should be avoided.

The same applies to the worship programs. Hymns and prayers should be chosen so that they may sincerely express the feelings, thoughts and aspirations of the participants.

Causes, institutions, or service projects must also be suited to the experience and capacities of the pupils. It is a mistake to present boards or societies as such to young children who cannot yet appreciate the significance of organized effort. The work of such boards must be presented concretely and typically.

It is as serious an error to continue asking childish things of young people and failing to lead them into the intelligent study of the church's organized work.

2. The spirit of missionary service should find expression in the immediate environment of the child as well as in more remote fields. The basis of the missionary spirit is the natural instinct of helpfulness in the child. Its training must begin in very simple acts and close at home, in those relationships in which he lives. To teach the child to give money for something on the other side of the world while neglecting these nearer duties is to erect a superstructure without a foundation and with similar consequences.

3. Be careful to see that appeal is being made to the right motives, friendly sympathy and respect rather

PRINCIPLES AND METHODS

than superior pity, the desire to share rather than to give charity, and an intelligent interest in the object of service rather than response to urgency or the attractions of some device.

The wrong emphasis here may create the very opposite of the Christian missionary spirit. Children and even older people have often been led to give under the spur of competition or by some ingenious money-raising device with very little understanding of the real object. This is an insecure foundation upon which to build. Enduring and progressive missionary interest must rest upon sound knowledge.

4. The activities of missionary education should enlist all the forces of personality: intelligence, feelings and will. To this end children and youth as well as adults should have the largest possible share in the planning and carrying out of such activities.

This will include such matters as the choice of subjects for study, working out their own original programs, the consideration of various possible objects of service and choosing between them. It may be of no particular moment which of several objects they may choose, but it is of great importance that they shall choose. This lies at the very heart of sustained and growing interest in and support of missionary causes. This naturally means that they shall have a voice in deciding upon the objects for which their money is given.

5. Emphasize the importance of making every gift or act of service a real expression of self. From this point of view the way in which the money given is

OF RELIGIOUS EDUCATION

obtained is of greater importance than the amount given. To give money that has been honestly earned or saved from one's own funds by self-denial is a real giving of self. The same is true of any act of service that represents one's best effort.

The practice so common among children of asking parents for extra money for "the missionary collection" should be discouraged. Children should early come to see that this is not a real gift but merely the act of a clerk who pays out funds entrusted to him for that purpose.

Greater emphasis upon self-expressive service will lead more young people to make the final gift of all their time and energy to the Master's work in the world.

IX. The Congregational National Societies and Cooperating Agencies

(The initials following the names of the societies are those by which the respective societies are commonly designated.)

The National Council of the Congregational Churches of the United States. — Promotes the general interest and purposes of all the national societies and of the churches. 287 Fourth Avenue, New York City.

The Congregational World Movement. — A Commission of the National Council. (See Section IV 2, of this Manual.) 287 Fourth Avenue, New York City.

PRINCIPLES AND METHODS

The American Board of Commissioners for Foreign Missions (A. B. C. F. M.). — The oldest foreign missionary society in America. Carries on missionary work of all kinds in foreign lands. 14 Beacon Street, Boston, Mass. Branch Offices: 19 So. La Salle Street, Chicago, Ill.; 287 Fourth Avenue, New York City; 417 Market Street, San Francisco, Cal.

The Woman's Boards, incorporated under the statutes of Massachusetts, Illinois, and California respectively, cooperate with the American Board in foreign mission work in the same fields, assuming responsibility for kindergartens, schools for girls, and work for women.

The Woman's Board of Missions (W. B. M.). — Enlists the women of the Atlantic States in foreign missionary work. 14 Beacon Street, Boston, Mass.

The Woman's Board of Missions of the Interior (W. B. M. I.). — Enlists the women of the states from Ohio to the Rocky Mountains. 19 So. La Salle Street, Chicago, Ill.

The Woman's Board of Missions for the Pacific (W. B. M. P.). — Enlists the women of California, Oregon, Washington, Idaho, and Utah. 417 Market Street, San Francisco, Cal.

The American Missionary Association (A. M. A.). — Carries on religious and educational work among the Negroes, Indians, Eskimos, Orientals, Moun-

OF RELIGIOUS EDUCATION

taineers of the South, Hawaiians, Mexicans, Cubans and Porto Ricans. 287 Fourth Avenue, New York City. District Offices: 14 Beacon Street, Boston, Mass.; 19 So. La Salle Street, Chicago, Ill.; 417 Market Street, San Francisco, Cal.

The Congregational Home Missionary Society (C. H. M. S.). — Organizes and aids churches in America to work for people of other nationalities in this land. 287 Fourth Avenue, New York City. Branch offices in several states.

The Congregational Church Building Society (C. C. B. S.). — Aids in building churches and parsonages. 287 Fourth Avenue, New York City.

The Congregational Sunday School Extension Society (C. S. S. E. S.). — Organizes and aids Sunday schools. 287 Fourth Avenue, New York City.

The Congregational Education Society (C. E. S.). — Promotes the entire religious educational and social service program of the denomination, aids students preparing for the ministry and helps to support Congregational colleges and academies. 14 Beacon Street, Boston, Mass.

The Congregational Publishing Society (C. P. S.). — Edits, publishes, and distributes *The Congregationalist and Advance*, all material for use in church schools, including courses of study, magazines for teachers, etc., and other religious educational literature. 14 Beacon Street, Boston, Mass.

PRINCIPLES AND METHODS

The Congregational Board of Ministerial Relief (C. B. M. F.). — Aids needy ministers and ministers' families and administers the Annuity Fund for the pensioning of Congregational ministers. 287 Fourth Avenue, New York City.

The Congregational Woman's Home Missionary Federation (C. W. H. M. F.). — Represents and promotes the common interests of Woman's Home Missionary State Organizations. 287 Fourth Avenue, New York City.

X. Literature and Materials¹

Survey of the Missionary and Educational Work of the Congregational Churches. Issued by the National Council Commission on the Congregational World Movement, N. Y. (Price to be announced.)

A comprehensive review of the work of the Congregational churches at home and abroad. Valuable for reference in connection with all kinds of mission study. Should be available to every pastor and to all persons engaged in promoting missionary education in the churches and schools. Supplementary pamphlets will be issued by the Missionary Education Department, Congregational Education Society, giving suggestions for the use of this Survey in study and teaching.

¹ Any book may be secured from *The Pilgrim Press*, 14 Beacon Street, Boston 9, Mass., or 19 West Jackson Street, Chicago, Ill. All prices subject to change.

OF RELIGIOUS EDUCATION

MISSIONARY EDUCATION

- Beard, Frederica. *Graded Missionary Education in the Church School.* 75 cents.
- Diffendorfer, Ralph E. *Missionary Education in Home and School.* \$1.50.
- Trull, G. H., and Stowell, J. S. *The Sunday School Teacher and the Program of Jesus.* 50 cents.
- Brown, W. A. *The Why and How of Missions in the Sunday School.* 60 cents.
- Hixson, Martha B. *Missions in the Sunday School.* 50 cents.
- Fleming, D. J. *The Marks of a World Christian.* 90 cents.
- Interchurch World Movement, Missionary Education Department. *A Graded Program of Missionary Education for the Church School.* 25 cents.
- Trull, G. H. *Missionary Methods for Sunday School Workers.* 50 cents.

SPECIAL METHODS AND DEPARTMENTS

- Hutton, J. Gertrude. *The Missionary Education of Juniors.* 50 cents.
- Hutton, J. Gertrude. *Things to Make: a book on handwork and service for girls and boys.* 50 cents.
- Stowell, J. S., and others. *Making Missions Real.* 75 cents.
- Chelsey, B. H. and A. M. *Mission Study for Older Boys.* 20 cents.

PRINCIPLES AND METHODS

Ferris, Anita B. *Missionary Program Material*.
50 cents.

Hutchins, W. N. *Graded Social Service for the Sunday School*. \$1.00.

PRINCIPLES AND METHODS OF TEACHING

Weigle, Luther A. *The Pupil and the Teacher*. 90 cents; and *Talks to Sunday School Teachers*. \$1.25.

Athearn, W. S. *The Church School*. \$1.75. Postage 10 cents.

St. John, E. P. *Stories and Story Telling in Moral and Religious Education*. 85 cents.

Eggleston, Margaret W. *The Use of the Story in Religious Education*. \$1.50.

Galloway, Thomas W. *The Use of Motives in Teaching Morals and Religion*. \$1.25. Postage 12c.

MISSIONARY PERIODICALS

The Missionary Herald. Boston, A. B. C. F. M. Monthly, 75 cents a year.

Life and Light for Woman. Boston, W. B. M. Monthly, 75 cents a year.

Mission Studies. Chicago, W. B. M. I. Monthly, 50 cents a year.

Our Work. San Francisco, W. B. M. P. Quarterly, 25 cents a year.

The American Missionary. New York, Home Mis-

OF RELIGIOUS EDUCATION

sion Boards, 289 Fourth Avenue. Monthly, 50 cents a year.

(These magazines make special rates for clubs. Write to the publishers for information.)

The Missionary Review of the World. New York, 156 Fifth Avenue. Monthly, \$2.50 a year.

STEREOPTICON AND MOTION PICTURES

Stereopticon lectures are prepared and loaned by the Congregational societies for a nominal rental to cover transportation and breakage. For information write to the office or nearest branch of the society whose work it is desired to present. (See list in Section IX.)

The Interchurch World Movement, New York City, has a large collection of stereopticon lectures.

A number of Motion Picture films suitable for missionary education purposes are available. For information address the following named persons or agencies:

National Committee for Better Films, Orrin G. Cocks, Secretary, 70 Fifth Avenue, New York City.

E. M. McConnoughey, Federal Council of Churches, 105 East 22d Street, New York City.

Interchurch World Movement, New York City.

Community Motion Picture Bureau, 46 West 24th St., New York City. Branch offices in Boston, Chicago, and 14 other cities.

PRINCIPLES AND METHODS

International Church Film Corporation, 920 Broadway, New York City.

American Red Cross, 43 East 23d Street, New York City, or nearest Division Office.

MISSIONARY DRAMAS, PLAYS, PAGEANTS, ETC.

Most of the Congregational societies issue missionary dramatizations and programs of similar nature. For information address the Missionary Education Department, Congregational Education Society, 14 Beacon Street, Boston, Mass.; or write to the society on the work of which a program is desired.

The Missionary Education Movement, New York City (conducted during 1919-1920 as the Missionary Education Department of the Inter-church World Movement), publishes a number of missionary plays, pageants and dramatizations.

GENERAL AND SPECIAL INFORMATION

A great variety of pamphlets, leaflets, reports and other literature descriptive of their work is published by the Congregational societies listed in Section IX. The Missionary Education Department, Congregational Education Society, has a partial supply of the more important of these and will gladly furnish information for missionary education purposes regarding the work of any of the societies. For more detailed information write to the society on whose work information is desired.

